

ADEPT Individualized Assistance Plan For Classroom Teachers

Cover Sheet

Type of Plan	<input type="checkbox"/> Diagnostic Assistance	<input type="checkbox"/> Formal Evaluation Remediation
Teacher	_____	Signature* _____
School	_____	Grade(s)/Subject(s) _____
Mentor†	_____	Signature _____
Evaluator/Title‡	_____	Signature _____
Evaluator/Title	_____	Signature _____
Evaluator/Title	_____	Signature _____

Assistance Activities	Date(s)
• Initial conference to develop assistance plan	_____
• Beginning date for implementing plan	_____
• Interim review(s)/conference(s)	_____
• Ending date for implementing plan	_____
• Final review/conference	_____

Area(s) To Be Addressed	
Planning	<input type="checkbox"/> APS 1 Long-Range Planning <input type="checkbox"/> APS 2 Short-Range Planning of Instruction <input type="checkbox"/> APS 3 Planning, Development, and Use of Assessments
Instruction	<input type="checkbox"/> APS 4 Establishing and Maintaining High Expectations for Learners <input type="checkbox"/> APS 5 Using Instructional Strategies to Facilitate Learning <input type="checkbox"/> APS 6 Providing Content for Learners <input type="checkbox"/> APS 7 Monitoring and Enhancing Learning
Classroom Environment	<input type="checkbox"/> APS 8 Maintaining an Environment that Promotes Learning <input type="checkbox"/> APS 9 Managing the Classroom
Professionalism	<input type="checkbox"/> APS 10 Fulfilling Professional Responsibilities
Other	<input type="checkbox"/> _____ Orientation to the School Setting and the ADEPT System <i>(primarily for teachers from out of state or from nonpublic-school settings)</i>

* The signature of the teacher indicates that he or she has been involved in the planning process and that the plan has been implemented as designed. The teacher's signature does not necessarily imply agreement with the results or findings.

† The mentor's role is solely to provide assistance and support to the teacher.

‡ At least one administrator/supervisor/evaluator is required. Additional administrators/supervisors/ evaluators are optional, at the discretion of the school district.

ADEPT Individualized Assistance Plan

For Classroom Teachers

APS 1

Section I Goal for APS 1: Long-Range Planning

The teacher will facilitate student achievement by combining knowledge of the content, standards, and curriculum with information about the learning-teaching context and student individual differences to set appropriate long-range learning goals, plan instruction and assessment, and develop systems for progressing through the school year in an effective and efficient manner.

Section II Objectives

The teacher will

- obtain appropriate student information, analyze the information to determine the learning needs of all students, and use the information to guide instructional planning.
- establish appropriate standards-based long-range learning and developmental goals for all students.
- identify and sequence instructional units in a manner that facilitates the accomplishment of the long-range goals.
- develop appropriate processes for evaluating and recording students' progress and achievement.
- plan appropriate procedures for managing the classroom.
- plan appropriate procedures for communicating with others on an ongoing basis.
- periodically evaluate and, as necessary, adjust the long-range plans.

Section III Strategies

[To be implemented with assistance and support from the mentor]

**Date(s)
Accomplished**

It is recommended that the teacher

- review the key elements of Performance Standard 1.
- review model/sample long-range plans.
- review appropriate curriculum standards.
- consult with mentor and/or other selected teachers to discuss long-range plans.
- work with mentor and/or other selected teacher to develop long-range plans.
-

Section IV Method(s) of Determining Progress

[To be implemented by the administrator(s)/supervisor(s)/evaluator(s)]

- Reviews of long-range plans
- Interviews with teacher
-

Section V Interim Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Conference with Teacher: _____

Section VI Final Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Final Conference with Teacher: _____

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For Classroom Teachers

APS 2

Section I Goal for APS 2: Short-Range Planning of Instruction

The teacher will facilitate student achievement by planning appropriate learning objectives, selecting appropriate content and strategies for each instructional unit, and continuously using student performance data to guide instructional decision-making.

Section II Objectives

The teacher will

- develop unit objectives that facilitate student achievement of appropriate standards and learning objectives.
- select appropriate content.
- plan appropriate instructional strategies.
- routinely analyze student performance and achievement and use these reflections to guide subsequent planning.
-

Section III Strategies

[To be implemented with assistance and support from the mentor]

Date(s)
Accomplished

It is recommended that the teacher

- review the key elements of Performance Standard 2.
- review model/sample short-range plans.
- review appropriate curriculum standards.
- consult with mentor and/or other selected teachers to discuss instructional units.
- consult with mentor and/or other selected teachers to discuss instructional strategies.
- work with mentor and/or other selected teachers to develop short-range plans.
- work with mentor and/or other selected teachers to analyze student performance/achievement and to develop appropriate "next steps."
-

Section IV Method(s) of Determining Progress

[To be implemented by the administrator(s)/supervisor(s)/evaluator(s)]

- Interviews with teacher
- Reviews of instructional artifacts/portfolios
-

Section V Interim Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Conference with Teacher: _____

Section VI Final Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Final Conference with Teacher: _____

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For Classroom Teachers

APS 3

Section I Goal for APS 3: Planning, Development, and Use of Assessments

The teacher will facilitate student achievement by assessing and analyzing student performance before and after instruction in order to determine the impact of the instruction on student learning.

Section II Objectives

The teacher will

- establish and demonstrate the accomplishment of appropriate student achievement goals.
- select/develop and administer a variety of appropriate assessments.
- establish appropriate criteria and assessment weightings for determining student progress and achievement.
- maintain accurate records of assessment results.
- systematically analyze and use assessment data to make instructional decisions.
-

Section III Strategies

[To be implemented with assistance and support from the mentor]

**Date(s)
Accomplished**

It is recommended that the teacher

- review the key elements of Performance Standard 3.
- review sample assessments.
- consult with mentor and/or other selected teachers regarding the selection/development of appropriate assessments.
- work with mentor and/or other selected teachers to analyze and determine the appropriate use of actual assessment results.
-

Section IV Method(s) of Determining Progress

[To be implemented by the administrator(s)/supervisor(s)/evaluator(s)]

- Interviews with teacher
- Reviews of assessment artifacts/portfolios
-

Section V Interim Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Conference with Teacher: _____

Section VI Final Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Final Conference with Teacher: _____

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APS 4

Section I Goal for APS 4: Establishing and Maintaining High Expectations for Learners

The teacher will establish, clearly communicate, and maintain appropriate expectations for student learning, participation, and responsibility.

Section II Objectives

The teacher will

- establish, communicate, and maintain high expectations for student achievement.
- establish, communicate, and maintain high expectations for student performance and participation.
- help students assume responsibility for their own participation and learning.
-

Section III Strategies

[To be implemented with assistance and support from the mentor]

It is recommended that the teacher

- review the key elements of Performance Standard 4.
- review appropriate curriculum standards.
- review the Revised Bloom's Taxonomy.
- review the section of the long-range plan dealing with the description of the students.
- consult with mentor and/or other selected teachers regarding appropriate expectations.
- consult with other selected personnel outside of the teacher's instructional area to determine appropriate expectations for students. (For example, classroom teachers may need to consult with psychologists, special education teachers, ESOL teachers, etc. Special education teachers may need to consult with classroom teachers, etc.)
- observe mentor and/or other selected teachers. Following each observation, meet with the teacher to reflect on the level of expectations. Recommended number of observations: _____
- be observed by, then receive formative feedback from the mentor and/or other appropriate personnel. Recommended number of observations: _____
- reflect (orally and/or in writing) on the student expectations that were established and communicated during specific lessons.
- videotape one or more lessons, then consult with the mentor and/or other professionals to review and reflect on the lessons.
-

Date(s)
Accomplished

Section IV Method(s) of Determining Progress

[To be implemented by the administrator(s)/supervisor(s)/evaluator(s)]

- Classroom observations/Reviews of reflections on lessons
- Interviews with teacher
-

Section V Interim Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Conference with Teacher: _____

Section VI Final Progress Notes

(To be reported by the administrator(s)/supervisor(s)/evaluator(s))

Date of Final Conference with Teacher: _____

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APS 5

Section I Goal for APS 5: Using Instructional Strategies to Facilitate Learning

The teacher will promote student learning through the effective use of appropriate instructional strategies.

Section II Objectives

The teacher will

- use appropriate instructional strategies.
- use an appropriate variety of instructional strategies.
- use instructional strategies effectively.
-

Section III Strategies

[To be implemented with assistance and support from the mentor]

It is recommended that the teacher

- review the key elements for Performance Standard 5.
- review relevant professional literature.
- consult with mentor and/or other selected teachers to discuss instructional strategies.
- observe the mentor and/or other selected teachers. Following each observation, meet with the teacher to reflect on the instructional strategies. Recommended number of observations: _____
- be observed by, then receive formative feedback from the mentor and/or other appropriate personnel. Recommended number of observations: _____
- reflect (orally and/or in writing) on the instructional strategies used in specific lessons.
- videotape one or more lessons, then consult with the mentor and/or other professionals to review and reflect on the lessons.
-

**Date(s)
Accomplished**

Section IV Method(s) of Determining Progress

[To be implemented by the administrator(s)/supervisor(s)/evaluator(s)]

- Classroom observations/Reviews of reflections on lessons
- Interviews with the teacher
-

Section V Interim Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Conference with Teacher: _____

Section VI Final Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Final Conference with Teacher: _____

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APS 6

Section I Goal for APS 6: Providing Content for Learners

The teacher will demonstrate a thorough knowledge and understanding of the content and the nuances of the discipline.

Section II Objectives

The teacher will

- demonstrate a thorough command of the subject matter.
- provide appropriate content.
- structure the content so as to promote meaningful learning.
-

Section III Strategies

[To be implemented with assistance and support from the mentor]

It is recommended that the teacher

- review the key elements of Performance Standard 6.
- review the curriculum standards for the content area.
- review relevant professional literature. Suggestions: _____
- gain additional content knowledge through coursework, workshops, and/or other professional development activities.
- consult with mentor and/or other selected teachers regarding content design and delivery.
- observe mentor and/or other selected teachers. Confer with the teacher following each observation. Recommended number of observations/conferences: _____
- be observed by, then receive formative feedback from the mentor and/or other appropriate personnel. Recommended number of observations/conferences: _____
- reflect orally and/or in writing on the choice of content used in specific lessons.
- videotape one or more lessons, then consult with the mentor and/or other professionals to review and reflect on the lessons.
-

Date(s)
Accomplished

Section IV Method(s) of Determining Progress

[To be implemented by the administrator(s)/supervisor(s)/evaluator(s)]

- Classroom observations/Reviews of reflections on lessons
- Interviews with teachers
-

Section V Interim Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Conference with Teacher: _____

Section VI Final Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Final Conference with Teacher: _____

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APS 7

Section I Goal for APS 7: Monitoring and Enhancing Learning

Throughout instruction, the teacher will continuously monitor and enhance student learning.

Section II Objectives

The teacher will

- use a variety of informal and formal assessment strategies to continually monitor student learning.
- provide appropriate and timely instructional feedback to enhance student learning.
- use information from formal and informal assessments to guide instruction.
-

Section III Strategies

[To be implemented with assistance and support from the mentor]

It is recommended that the teacher

- review the key elements of Performance Standard 7.
- review the key elements of Performance Standard 3.
- discuss with the mentor and/or other selected teachers the types of formal and informal assessments that are most helpful.
- discuss with the mentor and/or other selected teachers the nature and types of feedback that are most helpful to students.
- observe the mentor and/or other selected teachers. Following each observation, meet with the teacher to reflect on the strategies used to monitor and enhance student learning. Recommended number of observations: _____
- be observed by, then receive formative feedback from the mentor and/or other appropriate personnel. Recommended number of observations: _____
- consult with the mentor and/or other selected teachers regarding the use of informal and formal assessment data.
- engage in structured reflections (orally and/or in writing) on student performance.
- videotape one or more lessons, then consult with the mentor and/or other professionals to review and reflect on the lessons.
-

**Date(s)
Accomplished**

Section IV Method(s) of Determining Progress

[To be implemented by the administrator(s)/supervisor(s)/evaluator(s)]

- Classroom observations/Reviews of reflections on lessons
- Interviews with teacher
- Review of selected artifacts (i.e., written feedback to students)
-

Section V Interim Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Conference with Teacher: _____

Section VI Final Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Final Conference with Teacher: _____

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APS 8

Section I Goal for APS 8: Maintaining an Environment That Promotes Learning

The teacher will create and maintain a classroom environment that encourages and supports student learning.

Section II Objectives

The teacher will

- create and maintain a physical environment that provides a safe and inviting place to learn.
- create a positive affective climate.
-

Section III Strategies

[To be implemented with assistance and support from the mentor]

**Date(s)
Accomplished**

It is recommended that the teacher

- review the key elements of Performance Standard 8.
- consult with the mentor, other selected teachers, and/or related personnel regarding suggestions for establishing a positive classroom environment.
- observe the mentor and/or other selected teachers. Following each observation, meet with the teacher to reflect on the physical environment and/or classroom climate. Recommended number of observations: _____
- be observed by, then receive formative feedback from the mentor and/or other appropriate personnel. Recommended number of observations: _____
- collaborate with the mentor to develop ways of obtaining feedback from the students about the classroom environment.
- review relevant professional literature. Suggestions: _____
- videotape one or more lessons, then consult with the mentor and/or other professionals to review and reflect on the classroom environment.
-

Section IV Method(s) of Determining Progress

[To be implemented by the administrator(s)/supervisor(s)/evaluator(s)]

- Classroom observations/Reviews of reflections on lessons
- Interviews with the teacher
-

Section V Interim Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Conference with Teacher: _____

Section VI Final Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Final Conference with Teacher: _____

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APS 9

Section I Goal for APS 9: Managing the Classroom

The teacher will maximize instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.

Section II Objectives

The teacher will

- maintain clear and appropriate expectations for student behavior.
- manage essential non-instructional routines in an efficient manner.
- manage instructional materials, resources, and technologies effectively.
-

Section III Strategies

[To be implemented with assistance and support from the mentor]

**Date(s)
Accomplished**

It is recommended that the teacher

- review the key elements of Performance Standard 9.
- review the school/district discipline policies.
- consult with the mentor, selected teachers, related personnel, and/or administrators regarding classroom management techniques, referrals, etc.

- observe the mentor and/or selected teachers. Following each observation, meet with the teacher to reflect on classroom management strategies.
Recommended number of observations: _____

- be observed by, then receive formative feedback from the mentor and/or other appropriate personnel. Recommended number of observations: _____

- videotape one or more lessons, then consult with the mentor and/or other professionals to review and reflect on classroom management.

-

Section IV Method(s) of Determining Progress

[To be implemented by the administrator(s)/supervisor(s)/evaluator(s)]

- Classroom observations/Reviews of reflections on lessons
- Interviews with the teacher
-

Section V Interim Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Conference with Teacher: _____

Section VI Final Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Final Conference with Teacher: _____

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APS 10

Section I Goal for APS 10: Fulfilling Professional Responsibilities

The teacher will act as an ethical, responsible, contributing, and ever-learning member of the teaching profession.

Section II Objectives

The teacher will

- advocate for students and for the overall school community.
- participate in collegial activities for the purpose of making the entire school a positive and productive learning environment for the students.
- communicate effectively with others.
- exhibit professional demeanor and behavior.
- continuously seek out and engage in professional learning opportunities.
-

Section III Strategies

[To be implemented with assistance and support from the mentor]

**Date(s)
Accomplished**

It is recommended that the teacher

- review the key elements of Performance Standard 10.
- consult with the mentor, other selected teachers, administrators, and/or support personnel regarding professional requirements and expectations.
- have the mentor review written communications and provide formative feedback.
- have the mentor observe lessons, conferences, etc., and provide formative feedback on oral communication.
- work with the mentor to develop an appropriate professional development plan.
-

Section IV Method(s) of Determining Progress

[To be implemented by the administrator(s)/supervisor(s)/evaluator(s)]

- Specific feedback from the administrator(s) and/or supervisor(s).
-

Section V Interim Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Conference with Teacher: _____

Section VI Final Progress Notes

[To be reported by the administrator(s)/supervisor(s)/evaluator(s)]

Date of Final Conference with Teacher: _____